

Hemingway High

Post Office Box 1509

Hemingway, South Carolina 29554

Grades 7-12 Middle School

Enrollment 421 Students

Principal Mr. Grady D. Richardson, Jr 843-558-9413

Superintendent Kenneth Gardner, Ed.D. 843-355-5571

Board Chair Mrs. Barbara McKenzie 843-382-3980

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	3	30	19

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

N/A

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	N/A	N/A	N/A
2003	Below Average	Unsatisfactory	No
2004	Average	Good	Yes
2005	Below Average	Unsatisfactory	N/A

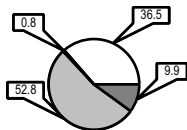
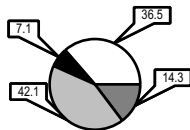
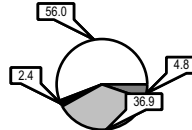
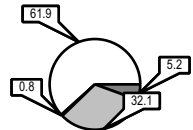
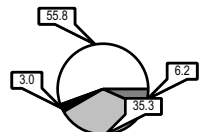
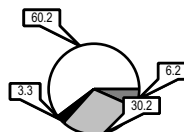
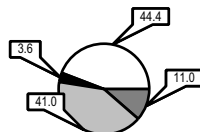
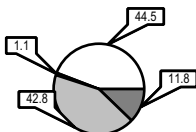
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

88.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	262	100.0	36.4	52.6	9.9	1.2	18.6		
Gender									
Male	125	100.0	48.0	46.3	4.9	0.8	9.8		
Female	137	100.0	25.4	58.5	14.6	1.5	26.9		
Racial/Ethnic Group									
White	35	100.0	39.4	48.5	12.1	0.0	18.2		
African American	224	100.0	35.9	53.5	9.2	1.4	18.4		
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S		
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disability Status									
Not Disabled	204	100.0	28.3	58.6	12.1	1.0	23.2		
Disabled	58	100.0	65.5	30.9	1.8	1.8	1.8		
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	262	100.0	36.4	52.6	9.9	1.2	18.6		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Limited English Proficient	262	100.0	36.4	52.6	9.9	1.2	18.6		
Socio-Economic Status									
Subsidized meals	240	100.0	37.9	51.3	9.5	1.3	17.2		
Full-pay meals	22	100.0	19.0	66.7	14.3	0.0	33.3		

Mathematics – State Performance Objective = 36.7%									
All Students	262	100.0	36.4	41.9	14.2	7.5	30.0		
Gender									
Male	125	100.0	39.8	43.9	10.6	5.7	27.6		
Female	137	100.0	33.1	40.0	17.7	9.2	32.3		
Racial/Ethnic Group									
White	35	100.0	42.4	30.3	18.2	9.1	33.3		
African American	224	100.0	34.6	44.2	13.8	7.4	30.0		
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S		
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disability Status									
Not Disabled	204	100.0	25.3	47.5	18.2	9.1	38.4		
Disabled	58	100.0	76.4	21.8	0.0	1.8	0.0		
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	262	100.0	36.4	41.9	14.2	7.5	30.0		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Limited English Proficient	262	100.0	36.4	41.9	14.2	7.5	30.0		
Socio-Economic Status									
Subsidized meals	240	100.0	36.6	42.2	13.4	7.8	29.3		
Full-pay meals	22	100.0	33.3	38.1	23.8	4.8	38.1		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	262	100.0	55.7	36.8	4.7	2.8	7.5
Gender							
Male	125	100.0	61.0	33.3	2.4	3.3	5.7
Female	137	100.0	50.8	40.0	6.9	2.3	9.2
Racial/Ethnic Group							
White	35	100.0	54.5	30.3	9.1	6.1	15.2
African American	224	100.0	56.2	37.8	3.7	2.3	6.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	204	100.0	46.0	44.9	6.1	3.0	9.1
Disabled	58	100.0	90.9	7.3	0.0	1.8	1.8
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	262	100.0	55.7	36.8	4.7	2.8	7.5
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	262	100.0	55.7	36.8	4.7	2.8	7.5
Socio-Economic Status							
Subsidized meals	240	100.0	56.5	36.6	3.9	3.0	6.9
Full-pay meals	22	100.0	47.6	38.1	14.3	0.0	14.3

Social Studies							
All Students	262	100.0	61.7	32.0	5.1	1.2	6.3
Gender							
Male	125	100.0	66.7	24.4	7.3	1.6	8.9
Female	137	100.0	56.9	39.2	3.1	0.8	3.8
Racial/Ethnic Group							
White	35	100.0	39.4	51.5	6.1	3.0	9.1
African American	224	100.0	65.0	29.5	4.6	0.9	5.5
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	204	100.0	54.0	38.4	6.6	1.0	7.6
Disabled	58	100.0	89.1	9.1	0.0	1.8	1.8
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	262	100.0	61.7	32.0	5.1	1.2	6.3
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	262	100.0	61.7	32.0	5.1	1.2	6.3
Socio-Economic Status							
Subsidized meals	240	100.0	63.4	31.0	4.3	1.3	5.6
Full-pay meals	22	100.0	42.9	42.9	14.3	0.0	14.3

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	99.3	31.1	59.1	9.1	0.8	9.8
	8	N/A	100.0	18.1	63.8	18.1	N/A	18.1
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	126	100.0	34.7	55.6	9.7	0.0	9.7
	8	136	100.0	37.8	50.4	10.2	1.6	11.8
Mathematics								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	99.3	39.4	46.2	9.1	5.3	14.4
	8	N/A	100.0	21.3	63.8	12.8	2.1	14.9
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	126	100.0	29.0	41.9	19.4	9.7	29.0
	8	136	100.0	43.3	42.5	9.4	4.7	14.2
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	126	100.0	46.8	44.4	4.8	4.0	8.9
	8	136	100.0	64.6	29.9	4.7	0.8	5.5
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	126	100.0	61.3	33.1	4.8	0.8	5.6
	8	136	100.0	62.2	31.5	5.5	0.8	6.3

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 421)				
Students enrolled in high school credit courses (grades 7 & 8)	N/R	N/R	8.1%	15.5%
Retention rate	14.5%	Up from 7.0%	5.0%	3.0%
Attendance rate	95.5%	Down from 96.8%	95.0%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.7%	Down from 17.3%	7.5%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	5.7%	Down from 15.9%	7.4%	4.6%
Eligible for gifted and talented	4.3%	Down from 5.4%	7.6%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	26.1%	Up from 24.9%	15.3%	13.6%
Older than usual for grade	13.3%	Up from 12.2%	7.2%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.7%	Down from 3.6%	1.2%	0.8%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 36)				
Teachers with advanced degrees	63.9%	Down from 66.7%	50.0%	51.8%
Continuing contract teachers	94.4%	Down from 100.0%	69.0%	78.1%
Highly qualified teachers	89.7%	Up from 87.9%	89.5%	89.6%
Teachers with emergency or provisional certificates	8.8%	Up from 7.7%	8.9%	6.0%
Teachers returning from previous year	90.4%	Up from 89.7%	78.6%	85.4%
Teacher attendance rate	92.5%	Down from 93.2%	94.7%	94.9%
Average teacher salary	\$43,528	Up 5.0%	\$40,069	\$41,328
Prof. development days/teacher	8.8 days	Down from 11.3 days	10.6 days	11.5 days
School				
Principal's years at school	1.0	Up from 0.5	3.0	3.0
Student-teacher ratio in core subjects	31.0 to 1	Up from 29.7 to 1	18.6 to 1	21.3 to 1
Prime instructional time	86.9%	Down from 88.7%	87.6%	89.3%
Dollars spent per pupil*	\$6,170	Up 8.5%	\$7,050	\$6,022
Percent of expenditures for teacher salaries*	57.0%	Down from 60.1%	59.0%	61.7%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	58.9%	Up from 56.7%	93.5%	96.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Below Average	Up from Unsatisfactory	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	93.3%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Hemingway High School continues its commitment to excellence in order to improve student achievement and to provide for our students the best education possible. Through the collaborative efforts of students, teachers, parents, administrators, and community members, we strive to help all students reach their full academic potential. Among our accomplishments for the 2004-2005 school year are the following:

- Palmetto Gold Award Recipient;
- National Board Certification for 2 additional teachers;
- Participation in various state and local professional development opportunities;
- Increased emphasis on a standards-based instructional program;
- Implementation of a dual-enrollment program in conjunction with Williamsburg Technical College;
- Opportunities for intensive review and remediation for state testing programs;
- Increased use of technology in instruction; and successful athletic programs.

We are very proud of our students and teachers for these accomplishments; however, we are also aware of the challenges that lie ahead. Among those challenges are parental involvement, teacher recruitment, inconsistent test scores, and meeting the provisions of NCLB. Each of these concerns must be resolved to ensure that each student at Hemingway High School receives a quality education.

Grady D. Richardson
Principal

Lee Johnson
SIC Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	40	127	27
Percent satisfied with learning environment	75.0%	56.0%	70.4%
Percent satisfied with social and physical environment	71.8%	53.6%	63.0%
Percent satisfied with school-home relations	45.0%	75.6%	59.3%

*Only students at the highest middle school grade level at this school and their parents were included.